

**THE USE OF DICTOGLOSS METHOD IN IMPROVING THE STUDENTS'  
VOCABULARY AT THE SECOND GRADE  
OF SMPN 20 BULUKUMBA**



*A Thesis  
Submitted in Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan in English Education Department of  
Tarbiyah and Teaching Science Faculty of  
UIN Alauddin Makassar*

**By:**

**NASRAH KUSUMA LATIF**

**Reg. Number: 20400112130**

**ENGLISH EDUCATION DEPARTMENT TARBIYAH AND TEACHING  
SCIENCE FACULTY ALAUDDIN STATE ISLAMIC UNIVERSITY  
MAKASSAR**

**2016**

## PERNYATAAN KEASLIAN SKRIPSI

Mahasiswa yang bertanda tangan dibawah ini:

Nama : Nasrah Kusuma Latif  
NIM : 20400112130  
Tempat/Tgl. Lahir : Bulukumba, 16 Desember 1994  
Jur/Prodi/Konsentrasi : Pendidikan Bahasa Inggris  
Fakultas/Program : Tarbiyah dan Keguruan  
Alamat : Perumahan. Zarinda Permai Blok B. No.14  
Judul : *"The Use of Dictogloss Method in Improving Students' Vocabulary at the Second Grade of SMPN 20 Bulukumba"*

Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini adalah benar hasil karya sendiri. Jika dikemudian hari terbukti bahwa ini merupakan duplikat, tiruan, plagiat, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Makassar, 23 /08/ 2016

Penyusun ,



Nasrah Kusuma Latif  
NIM: 20400112130

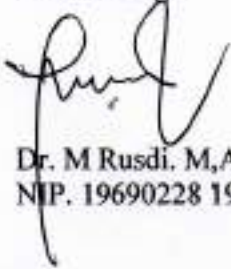
UNIVERSITAS ISLAM NEGERI  
**ALAUDDIN**  
M A K A S S A R

## PERSETUJUAN PEMBIMBING

Pembimbing penulisan skripsi saudara **Nasrah Kususma Latif**, NIM: 20400112130 mahasiswa Jurusan Pendidikan Bahasa Inggris pada Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar, setelah meneliti dan mengoreksi secara seksama skripsi yang bersangkutan dengan judul *"The Use of Dictogloss Method in Improving the Students' Vocabulary at the Second Grade of SMPN 20 Bulukumba"* memandang bahwa skripsi tersebut telah memenuhi syarat-syarat ilmiah dan dapat disetujui ke sidang munaqasah.

Makassar, 23-08-2016

Pembimbing I



Dr. M Rusdi, M,Ag  
NIP. 19690228 199603 2 002

Pembimbing II



Dahniar S.Pd, M.Pd  
NUPN. 9920100165

UNIVERSITAS ISLAM NEGERI  
**ALAUDDIN**  
M A K A S S A R

## PENGESAHAN SKRIPSI

Skripsi yang berjudul, **"The Use of Dictogloss Method in Improving the Students Vocabulary at the Second Grade of SMPN 20 Bulukumba"** yang disusun oleh saudari **NASRAH KUSUMA LATIF., NIM: 20400112130**, Mahasiswa Jurusan Pendidikan Bahasa Inggris pada Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar, telah diuji dan dipertahankan dalam sidang munaqasyah yang diselenggarakan pada hari Jumat, tanggal **25 Agustus 2016 M**, bertepatan dengan **23 Dzulkaidah 1437 H** dan dinyatakan telah dapat diterima sebagai salah satu syarat untuk mendapatkan gelar Sarjana Pendidikan (S.Pd) pada Fakultas Tarbiyah dan Keguruan Program Studi Pendidikan Bahasa Inggris, dengan beberapa perbaikan.

Samata – Gowa, 25 Agustus 2016 M,  
23 Dzulkaidah 1437 H.

### DEWAN PENGUJI:

(SK Dekan No. 2098 Tertanggal 26 Agustus 2016)

Ketua : Dr. Kamsinah, M.Pd.I

Sekretaris : Dr. Hamka Ilyas, M.Th.I

Munaqisy I : Dra. Hj. St. Azisah, M.Ed.St.,Ph.D

Munaqisy II : Sitti Nupahmi, S.Pd.,M.Pd

Pembimbing I : Dr. H. Muh Rusdi. M.Ag

Pembimbing II: Dahniar, S.Pd.,M.Pd

Mengetahui:

Dekan Fakultas Tarbiyah dan Keguruan  
UIN Alauddin Makassar

Dr. H. Muhammad Amri, Lc., M.Ag.  
NIP.19730120 200312 1 001

## ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Rabbil Alamin. Praise be to Allah swt., the Most Merciful, the researcher could finish her thesis as a partial fulfillment of the requirements for the Undergraduate Degree of English Education Department. Also shalawat and salam are always delivered to our Prophet Muhammad saw., who has brought us from the darkness to the lightness.

During the writing of thesis, there were many problems and difficulties faced by the researcher. The researcher received assistance, guidance, correction, suggestion, and advice from many people. Without them, the writing of this thesis would never been possibly completed.

Therefore, the researcher would like to express the greatest thanks and appreciation, especially to:

The researcher's beloved parents, **H. Abd Latif S.Pd** and **Hj. Hartati**, who always motivate, educate, advice, support and pray for the researcher's success.

1. **Prof. Dr. H. Musafir Pababbari, M. Si.** as the Rector of Alauddin State Islamic University of Makassar.
2. **Dr. Muhammad Amri, Lc., M. Ag.** as the Dean of Tarbiyah and Teaching Science Faculty of Alauddin State Islamic University of Makassar.

3. **Dr. Kamsinah, M. Pd. I.** and **Sitti Nurpahmi, S. Pd., M. Pd.** as the head and secretary of English Education Department of Tarbiyah and Teaching Science Faculty of Alauddin State Islamic University of Makassar.
4. The researcher's appreciation to the first consultant, **Dr. Muh Rusdi. M.Ag,** and the second consultant, **Dahniar S.Pd., M. Pd.** for their continuous guidance, advice, and encouragement. Thank you for reading the thesis carefully and offered many valuable suggestions and corrections, so that the researcher was able to finish her thesis.
5. The researcher's beloved brothers and sister, **Nursyam Latif S.Si., Nurfiah Latif,** and **Wahyu Annisa Latif,** for their support. Their support kept the researcher going.
6. The researcher's classmates in English Education Department **PBI 7 & 8** (Academic Year 2012), **Elsah Agsari, S. Pd, Musfrah, Srywinarti, Adrian Amrina Saenong & Resky Indrayana Uda Patmi, S.Pd.** and all friends who could not be mention here. Thank you for the friendship and suggestion to the researcher.
7. The researcher's affection for **AVENGERS; Andi Dian Anugrah, Mildaranty, Irnawati, Arsyil Azim Syah,** and **Alm. Wawan Wirawan.** Thank you for the joyful and the sorrowful, your weird support, and everything that we have been through in our fellowship. For **Alm. Wawan Wirawan,** these three letters behind my name are also yours.



8. The researcher's bestfriend brothers and sisters; Especially for **Reshinda, Deny Anggreani, Dien Afni, Tissa Bahar, Andi Febyan Jaya, and Andi Sugandi** all friends who could not be mention here. Thank you for the kinship and your support.
9. The researcher's friends in **SMAN 10 MAKASSAR**. Thank you for their support.
10. The researcher's friends in KKN-P 2015. Special for **Andi Dian Anugrah, Estiati, Nur Hamsih Annisya, Riska, Rendy Gemilang, Gaffar, Abusar Al Gifari** and also for **Host fam** in **Bajeng**. Thank you for the kindness during KKN.
11. The researcher's especially indebted to the Headmaster of SMPN 20 Bulukumba, **H. Syahrir, S.Pd, M.si** and to the English teacher of the first grade of SMPN 20 Bulukumba, **Jawan S.Pd**, who had given the opportunity to conduct this research in SMPN 20 Bulukumba. As well as for the students of the 8<sup>th</sup> grade, the researcher would like to say a lot of thanks for their cooperation and participation during the research.
12. All people who help and those whom the researcher cannot be mentioned one by one.

The researcher realizes that, the writing of this thesis is far from the perfectness still the simplest one. Remaining errors are the researcher's own; therefore, constructive criticism and suggestions will be highly appreciated. Finally, willingly the researcher prays, may all our/the efforts are blessed by Allah swt. Amin.

Makassar, , 2016



**The Researcher**

UNIVERSITAS ISLAM NEGERI  
**ALAUDDIN**  
M A K A S S A R



## TABLE OF CONTENTS

	Pages
<b>COVER PAGE .....</b>	<b>i</b>
<b>PERNYATAAN KEASLIAN SKRIPSI .....</b>	<b>ii</b>
<b>PERSETUJUAN PEMBIMBING .....</b>	<b>iii</b>
<b>PENGESAHAN SKRIPSI .....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>v</b>
<b>TABLE OF CONTENTS.....</b>	<b>vii</b>
<b>LIST OF TABLES .....</b>	<b>viii</b>
<b>LIST OF FIGURES .....</b>	<b>ix</b>
<b>LIST OF APPENDICES .....</b>	<b>x</b>
<b>ABSTRACT.....</b>	<b>1</b>
 <b>CHAPTER I INTRODUCTION .....</b>	 <b>1</b>
A. Background .....	1
B. Research Problems .....	4
C. Research Objectives .....	4
D. Research Significance .....	4
E. Research Scope .....	5
F. Operational Definition of Terms .....	6
 <b>CHAPTER II REVIEW OF RELATED LITERATURES .....</b>	 <b>8</b>
A. Some Previous Related Research Findings .....	8
B. Some Pertinent Ideas .....	10
1. Concept of Vocabulary .....	10
2. Concept of Dictogloss Method.....	14
C. Theoretical Framework .....	17
D. Hypothesis .....	18
 <b>CHAPTER III RESEARCH METHOD .....</b>	 <b>19</b>
A. Research Design .....	19
B. Research Variable .....	21
C. Population and Sample .....	22
1. Population.....	22
2. Sample .....	22
D. Data Collection Procedures.....	22
E. Research Instrument .....	25
F. Data Analysis Techniques.....	25
 <b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	 <b>28</b>
A. Findings.....	28
1. The Classification of Students' Pre-test and Post- test Scores in Experimental class .....	 28

2. The Classifications of Students' Pre-test and Post-test Scores in Controlled Class.....	30
3. The Mean Score and Standard Deviation of Experimental Class and Controlled Class in Pre-test and Post-test.....	31
B. Discussion .....	33
<b>CHAPTER V CONCLUSIONS AND SUGGESTIONS .....</b>	<b>35</b>
A. Conclusions .....	35
B. Suggestions .....	36
<b>BIBLIOGRAPHY .....</b>	<b>37</b>
<b>APPENDICES .....</b>	<b>41</b>
<b>CURRICULUM VITAE</b>	



## LIST OF TABLES

	Page
<b>Table 1</b> The distribution of frequency and percentage of score experimental class in pre-test .....	33
<b>Table 2</b> The distribution of frequency and percentage of score control class in pre-test .....	33
<b>Table 3</b> The distribution of frequency and percentage of score experiment class in post-test.....	34
<b>Table 4</b> The distribution of frequency and percentage of score control class in post-test.....	35
<b>Table 5</b> The mean score and standard deviation of experimental class and control class in post-test .....	35
<b>Table 6</b> Distribution the value of t-test and t-table in post-test .....	36

## LIST OF FIGURES

	Page
<b>Figure 1</b> Theoritical Framework .....	19
<b>Figure 2</b> Research Design .....	21



## LIST OF APPENDICES

<b>APPENDIX A.</b> The Row Score of the Students' Pre-test and Post-test in Experimental Class.....	47
<b>APPENDIX B.</b> The Row Score of the Students' Pre-test and Post-test in Control Clas .....	48
<b>APPENDIX C.</b> The Mean Score of Experimental Class and Control Class.....	49
<b>APPENDIX D.</b> Standard Deviation of Experimental Class and Control Class	50
<b>APPENDIX E.</b> The Significance Different .....	52
<b>APPENDIX F.</b> Distribution of t –Table.....	53
<b>APPENDIX G.</b> Lesson Plan.....	54
<b>APPENDIX H.</b> Instrument of the Research.....	70
<b>APPENDIX I.</b> Documentation .....	75

## ABSTRACT

**Name** : NASRAH KUSUMA LATIF  
**Reg. Number** : 20400112030  
**Title** : The Use of Dictogloss Method in Improving the Student's Vocabulary at the second Grade of SMPN 20 Bulukumba  
**Department** : English Education Department  
**Consultan I** : Dr. M Rusdi. M,Ag  
**Consultan II** : Dahniar S.Pd., M.Pd

---

The objective of this research was to find out the effectiveness of using Dictogloss Method in Improving Students' Vocabulary in the Second Grade of SMPN 20 Bulukumba.

This research employed quasi-experimental design with two group pre-test and post-test design. There were two variables in this research; they were independent variable (Using Dictogloss Method) and dependent variable (Teaching Students' Vocabulary).

The population of this research was the second grade students of SMPN 20 Bulukumba academic year 2015/2016 which consisted of 240 students. The sample of the research consisted of 40 students which were taken by using Purposive Sampling, 20 students from VIII.A as experimental class and 20 students from VIII.C as control class.

The instrument in this research was test. That was given in pre-test and post-test. The data indicated that there was a significant difference between students' post-test in experimental class and control class. The mean score of post-test (82.25) in experimental class was greater than the mean score of post-test (76) in control class. The standard deviation of post-test (9.4) in experimental class and standard deviation of post-test in control class (7.7). From t-test, the researcher found that the value of t-test (2.297) was greater than t-table (2.086) at the level of significance 0.05 with degree of freedom (df) = 38.

From the result above, it prove that the use of Dictogloss Method was effective in improving the students' vocabulary. Therefore, the researcher suggested that Dictogloss Method should be used in teaching vocabulary to make the student enjoy following the English learning.

## CHAPTER I

### INTRODUCTION

#### *A. Background*

Vocabulary is one of English components or sub skill that must be taught to the learners, because vocabulary has the primary role for all languages. Vocabulary is the tool of illustrating thought, self expression, translation and communication. In any language teaching vocabulary plays a tremendously important role. Wilkins stated that people could describe few things without grammar, but they could express nothing without vocabulary. Littlewoods has placed vocabulary in the first level of pre-communicative procedure. This indicates the important of presenting vocabulary to equip the learners before carrying out communicative activities (Bahar, 2013).

Vocabulary is a fundamental requirement in a language but many students are still low to master vocabulary. Although the students have learned English for several years, they still lack mastery of vocabulary. The lack of students' vocabulary mastery may come from both the students and the teacher; the students were lazy to memorize a number of words. It is also influenced by the teacher competence in choosing and using method in teaching vocabulary.

To master the speaking and writing, vocabulary present as the gates were productive skills. This is due vocabulary is an activity information acquisition has an important role in understanding a foreign language. Therefore, teachers must teach



vocabulary well to enable students to be able to transform the information properly and correctly in oral and written form.

Based on the preliminary study at 10<sup>th</sup> April 2015 in SMPN 20 Bulukumba, the researcher obtained data that the students have less vocabulary. They difficult to understand quickly what their teacher said, they seldom practiced and they lack vocabulary material due to many reasons or factors that influence. Some of the reasons, including; *first*, teaching of vocabulary less effectiveness due to when the teacher teach the students, they compared material of vocabulary with other skills such as; reading, writing, and speaking. The teachers only focus on strengthening the ability of other skills such as reading and writing.

*Second*, the students had problems to distinguish the kind vocabularies such as the vocabulary of noun, verb, and adjective. *Third*, they feel bored of memorizing vocabulary because the teachers use monotonous technique in teaching vocabulary. And also, the method and technique of learning vocabulary used by teachers lack exact or not attractive attention the students.

Actually, those problems can be solved if the teacher could be more creative in teaching. In this case, teacher needs to motivate the students. The teacher stimulates the students' enthusiasm to learn by creating a new atmosphere in the classroom. The teacher should use suitable technique to conduct some activities; make the students feel interested to learn vocabulary.

There were many technique and methods of language teaching that could be selected for teaching vocabulary, some of the teachers are using kind of games such

as: stick figure, puzzle, card game, wall cards, pictures and etc. Therefore, the researcher decided to look closely at one of the alternative ways. One alternative technique that used to help the students in vocabulary was Dictogloss Method.

Dictogloss is one of techniques that can be used in language teaching and learning process. Furthermore, Dictogloss can help students have better understanding of using grammar (Wajnryb in Syofiah, 2015). However, although the original intent of creating Dictogloss is for studying grammar, there are numerous ways to adapt the technique that allows teachers and learners to focus on different language objectives (Robinson in Syofiah, 2015). Hence, besides for teaching grammar, Dictogloss can be used for teaching other language skills or sub skills.

There were gap between listening and vocabulary, due to Dictogloss method made students more involved in teaching and learning process. Therefore, the students could improve their ability in listening.

The basic procedure of Dictogloss is dictation, Dictogloss is different from the traditional dictation in which the teacher read a text of a story slowly and repeatedly two times and the students make a copy or write the vocabulary what the teacher read or say and the last the students translating some of the vocabulary a small group.

Referring to some previous explanations above, the researcher carried out the research under title ***“The use of Dictogloss Method in Improving the Students’ Vocabulary at the Second Grade of SMPN 20 Bulukumba”***.

The researcher focused to use Dictogloss method to improve the students’ vocabulary due to this is an interesting way to facilitate their listening, especially

vocabulary. Dictogloss is a new way to do dictation and also students are given much time to interact with their friends during learning. In addition, Dictogloss gives opportunities for students to learn something new from their group because every person in a group has different skill (Zorana in Sofiyah, 2015). In this case, there are actually a lot of techniques that can motivate and involve students in English teaching–learning process actively. One of those techniques or method is “Dictogloss Method”.

### ***B. Problem Statement***

Based on the previous background, the problem statement of this research was “Is the use of Dictogloss Method effective in improving students’ vocabulary mastery at the Second Grade of SMPN 20 Bulukumba”.

### ***C. Research Objective***

Related to the research problems above, the research objective was “To find out whether the use of Dictogloss is effective in improving students’ vocabulary mastery at the Second Grade of SMPN 20 Bulukumba”.

### ***D. Research Significance***

The research is expected to give significant contributions, they are:

#### ***1. Theoretical Significance***

This research is expected to be valuable information and contribution for the teaching and learning process. Dictogloss Method is one good technique in teaching and learning process. It is expected to be worthwhile information to improve teaching vocabulary.

## *2. Practical Significance*

The research is expected to give valuable contribution to the students, lecturer, and next researchers.

### *a. For Students*

The researcher also expects the students will get more spirit and know how to increase their vocabulary in vocabulary activity so that they will forget about lazy, bore, or come late to the school. There are many ways to get success of learning and to the teacher is the way use this method as basic in teaching and specially to improve the student's vocabulary through Dictogloss Method.

### *b. For Teacher*

This research, the researcher hopes that it can help the teacher to improve students' achievement; it is expected to give alternative contribution and information about the technique in teaching vocabulary.

### *c. For the next researcher*

This research is expected to be able to give significance to the other researcher as a reference for further studies on similar topic.

## **E. Research Scope**

This research focused on the use of Dictogloss Method to improve students' vocabulary especially vocabulary of noun (part of body). The reason of the researcher chose part of body due to that is the first thing that the students have to know. Part of body always used in daily activity. Here, the researcher taught the students at the Second Grade of SMPN 20 Bulukumba.

## ***F. Operational Definition of Terms***

These are few operational definitions of important words in this reserach  
inorder avoid misunderstanding. They are:

### *1. Dictoglos*

Wajnryd in Uribe (2010) Dictogloss is proposed to be an activity in which students inductively learn a specific grammar form while completing a task that is situated in a meaningful context. In addition the researcher conclude that dictogloss is a classroom dictation activity where learners are required to reconstruct a short text by listening and noting down key words, which are then as a base for reconstruction.

In conclusion, Dictogloss is one of communicative teaching techniques in learning a language which integrates all language skills; listening, speaking, reading, and writing, and asks students to recreate a text read or dictated by teacher in group. Than Dictogloss and traditional dictation is different in the form of the style of dictating, the task that follows, and the objectives of the lesson. Although for the first time Dictogloss is designed to help language learners improve their understanding of using grammar, it can be used to improve other skills, especially vocabulary because in Dictogloss, the students in group are asked to make reconstruction of text that has been listen from audio.

## *2. Vocabulary*

Vocabulary is the content and function words of language, which are learned through by that they become a part of the child's understanding, speaking, reading, and writing. Second, vocabulary is words having meaning when heard or seen even though the individual produces it when communicating with others (Brown, 2004).

From the description above it can be concluded that vocabulary understanding is very important as one means to understand the language of relationship with its context, both the Indonesian and English context. The students are able to communicate both verbally or in writing.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This section provides an overview of some previous findings related to research findings about the use of clustering method in enriching vocabulary mastery, pertinent ideas, resume, theoretical framework, and hypothesis.

#### ***A. Some Previous Related Research Findings***

Many studies have been performed by the researcher related to the use of strategyis, approaches, methods, techniques, or media, in motivating the learner to learn English vocabulary. Some of them are mentioned as follows:

Mubrak (2015)in his research entitled, “*Improving the Grade VIII students’ writing skill of narrative text through dictogloss at SMPN 1 Mungkid, Magelangin the academic year of 2014/2015*”. According to this research, it can be concluded that dictogloss method can improve the students’ writing skill of narrative text. It is proved from the result of the test increase in every cycle, and also the students’ enthusiasm in learning process. To compare with this researcher Fasya used dictogloss to improve students’ writing skill of narrative text. While this research used dictogloss method to improve students’ vocabulary. The Dictogloss helped students in the learning process started by listening to the story, writing down the keywords, discussing with friend and write the vocabulary of the story. In addition, the use of audio makes students become more interested in learning process. It can conclude that using dictogloss method was effective in teaching vocabulary.



Fitry (2011) in her research entitled, *“Improving Students’ Listening Ability Using Spot the Dictogloss Technique (A Classroom Action Research at the Eighth Year Students of SMPN 03 Ngargoyoso in the Academic Year of 2010/2011)”*. In her research, she found that the implementation of dictogloss method improved the students’ listening. The difference of this research with her studies is this research does a study about the use of dictogloss method to improve students’ vocabulary.

Juwita (2013) in her research entitled, *“The Use of Dictogloss Method in Teaching Listening a Hortatory Exposition Text at Senior High School”*. In her research, she found that the use of Dictogloss Method in teaching listening a hortatory exposition text can the students comprehend the text better and the use of video makes students become more interested in learning process.

In the teaching and learning vocabulary process teachers have to catch the students’ attention and involve them in learning actively by creating a good atmosphere and variety of methods and techniques in teaching English. To catch this atmosphere, each method and technique can be applied when and where as long as it is suitable for the students needs.

Dictogloss could create various fun learning activities, so it decreased students’ boredom during their learning process in classroom. In addition, the use of audio makes students become more interested in learning process. Base on the finding above, the research concluded that method or technique in teaching vocabulary is not only interesting and enjoyable but it also can cover the students’ attention through making them active in each activity. The research chose Dictogloss Method.

## ***B. Some Pertinent Ideas***

### **1. Concept of Vocabulary**

#### **a. Definition of Vocabulary**

Before the researcher's explains further about vocabulary, it is better to explain the meaning of vocabulary itself. Based on the book of D.J Henry and Susan Pongratz entitled "Developing Vocabulary", vocabulary is the words used or understood by people. According to Webster (2003) stated that vocabulary is a list of words and sometimes phrases, usually arranged in alphabetical order that expired at distally, grouchy.

Kathlen in Marsuni (2005) stated that vocabulary is ability to recognize individual letters that form a word. While Penny Ur in Amiruddin (2004) said that vocabulary can be defined roughly as the words we teach in the foreign language".

Vocabulary is fundamental that influence students' achievement in studying English. Without vocabulary there is no communication, read and write can be conveyed. So that, it is important to know what the vocabulary is. According to Oxford Dictionary (2008) vocabulary is pay attention to somebody or something that you can hear.

Based on some definitions above, the writer concludes that vocabulary is a list of word with their own meaning which makes up a language to be used by the people to communicate with each other.

#### **b. Types of Vocabulary**

Word in language is a small element, which could make up a language and function to express an idea. Some experts have classified vocabulary in some ways:

1. Passive or recognition vocabulary, which is made up the words, one recognizes in the context or reading material but he does not actually use himself.
2. Active vocabulary which consists of working words is used daily in writing and speaking.

Harmer (1991) also divided vocabulary into two types:

1. Active vocabulary refers to vocabulary that students have learned. They are expected to be able to use by the students.
2. Passive vocabulary refers to words, which students will recognized when they met them but they will probably not be able to produce.

Good in Suryaningsih (2005) divided vocabulary into four parts, namely:

1. Oral vocabulary consists of word actively used in speech that comes readily to the tongue of the one's conservation.
2. Writing vocabulary is stock of words that comes readily to one's finger vocabulary. It commonly used in writing.
3. Listening vocabulary is stock of words, which a person can understand when hear it.
4. Reading vocabulary is the words where the people can recognize when they find it in written material.

Schall in Amiruddin (2004) classified vocabulary into three types, namely:

1. Active vocabulary, the words are customarily used in speaking.
2. Reserve vocabulary, the words we know but we are rarely used them in ordinary speech. We use them in writing letter and searching for synonym.
3. Passive vocabulary, the words are recognize vaguely but we are sure of the meaning never use them is either speech or writing, we just know them because we see them before.

The linguist Leggett (1982) point out, there are two types of vocabulary:

1. Passive or recognition vocabulary, which is made up the words, one recognizes in the context of reading material but he does not actually use himself.
2. Active vocabulary which consists of working words is used daily in writing and speaking.

#### C. The Importance of Vocabulary

The mastery of vocabulary is very important. We use vocabulary in the form of language to express our feelings, idea, and so on. Whether is orally or in written to other people, talking about vocabulary, it cannot be separated from four language skills: listening, speaking, reading, and writing. The proficiency of someone's speaking is influenced by his/her vocabulary. To clarify that, let us look at the importance of vocabulary relating to the language skills.

In listening, vocabulary is used to understand someone's speech or what someone says. It is very hard for us to catch what someone says if we just know the construction of sentence without knowing the words. In speaking, vocabulary is used

to express our ideas or feelings to the others orally. The words that we have influence how effective the communication runs.

In reading, it is used to understand the reading material. Reading without vocabulary mastery will cause difficulties in comprehending a text. The number of words and the meaning of words, which someone knows will affect his/her, reading activity. It is impossible to understand passage unless he/she knows the meaning of words used in the passage. In writing, the researcher uses vocabulary (words) to develop idea. A researcher should choose the words clearly and accurately to express idea. Without knowing much vocabulary, we cannot develop our writing because we are limited on vocabulary mastering.

Gairns and Redman (1986) concluded that by learning vocabulary the learners can recognize and comprehend the context of reading and listening material, and later as productively as the learners can recall and use them appropriately in speech and writing. In this case, the statement noted by Legget in Nurmiati (2004) that by vocabulary, the learners can recognize all the words in written and oral context and finally they can use them daily in speaking and writing.

## **2. Concept of Dictogloss Method**

### **a. Definition of Dictogloss Method**

Dictogloss is an activity in which short pieces of language are read out at normal speech to students. (Jacobs, 2003) Dictogloss is classroom research dictation activity where the learner listen to a passage, note down the key words and then work together to create a reconstruct the version text. The task of reconstruction the

text in their own words requires the students to consciously focus on their knowledge of the content and the relationship between ideas and words and independent upon small group interaction since the students do not work alone in the reconstruction, but pool their key words and understanding to complete the task.

Based on the above explanation, it can be concluded that the teaching of vocabulary cannot be implemented without careful planning and appropriate. In fact, not all school in Indonesia and is equipped with a language laboratory that does not mean teaching vocabulary should be ignored. With this condition, many activities that can be done to change the function so that language laboratory vocabulary can still be taught well. One way is to apply the Dictogloss.

#### 1. Variations of Dictogloss

According to Jacobs and Small (2003), There are many variations on Dictogloss in learning activities. They are as follow:

##### a. Standard Dictogloss

The class engages some discussion on the topic of the upcoming text. This topic is one which students have some background knowledge and hopefully, interest. The class may also discuss the text type of the text such as, narrative, procedure or explanation and the purpose, organizational structure, and language features of that text type.

The teacher reads the text at normal speed and students take notes. Students are or trying to write down every word spoken; they could not even if they tried, due to the teacher is reading at normal speed.

Students with the teachers help identify and differences in term of meaning and form between their text reconstruction and the original, which is displayed on an overhead projector or shown to students in another way.

b. Dictogloss Negotiation

In Dictogloss negotiation group members discuss what they heard when the teachers has finished reading. Students discuss after section of text has been read.

c. Students-Controlled dictation

In students-control dictation, students use the teachers as they would use tape recorder. In other words, they can ask to stop, go back, rewind and skip a head, fast-forward. However, students bear in mind that the aim of Dictogloss is the creation of an appropriate reconstruction, not a photocopy.

d. Placing the Dictogloss Procedure in a Vocabulary Context

Vocabulary requires the utilization of both systematic and schematic knowledge (Widdowson, 1983: buck, 2001). In order to interpret the discourse, the listener must have a sufficient knowledge of the language system (I.e. an understanding of the phonological, syntactic and semantic aspect knowledge) as well as general knowledge of the world. At the initial stages of language learning the primary goal of vocabulary instruction is to help learner practice in identifying correctly different sounds, sound-combinations and intonation patterns, as the learner's proficiency increases, meaning based activities become more important.



#### e. Dictogloss and Collaborative Learning

Dictogloss as integrated skill technique for language learning in which students work together to create a reconstructed version of a text read to them by their teacher. The learner work together in-groups between two or four members. Additional, they have the opportunity to discuss how well their group work. Group working allowed the learners to take advantages of this collaborative learning. It suggests that different students will have different strength which may lead them to play different roles in their group. Dictogloss and teaching strategies

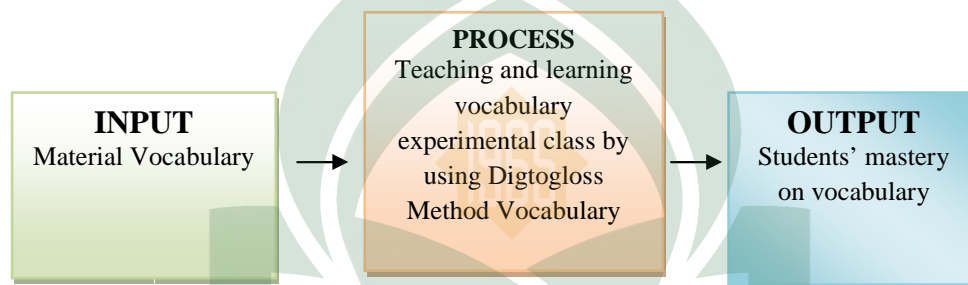
In Dictogloss procedure based on Murray (2004), there are four stages used in teaching strategies. The first is Preparation, when the learner finds out about the topic of the text and is prepared for some of the vocabulary, the second is Dictation when the learner hears the text and takes fragmentary notes. The text is normally read twice at natural speed making short pauses between the sentences. Next, it is reconstruction when the learner reconstructs the text on the basis of the fragments recorded in stage. This is collaborative stage in which students work together to reconstruct the text correct grammar and content pooling their information and discussing the best options. And the last, it is Analysis and Correction, when learners analyze and correct their text. This is done with the original. Many variations and adaptations of Dictogloss have developed but the main stage usually the same.

#### ***D. Theoretical Framework***

Vocabulary is an element supporting English language component skills. If the students have more vocabulary, it will make them easily in express their ideas,

feelings, emotions, and so forth. Without vocabulary mastery, the students will have problem in studying English. It means that vocabulary mastery is very important in process of teaching and learning English.

The theoretical framework underlying in this research is given in the following diagram:



The three variables above; input, process, and output are briefly classified as follow:

- A. Input refers to method used in both of experimental and control class which consists of vocabulary materials.
- B. Process refers to this process ran through a treatment in teaching vocabulary.
- C. Output refers to student's vocabulary mastery after using Conventional Method and Dictogloss Method.

### ***E. Hypothesis***

H1: There was no significant difference between students' in improving vocabulary of experimental and control group.

H0: There was significant difference between students' in improving vocabulary of experimental and control group.



### **CHAPTER III**

#### **RESEARCH METHOD**

##### ***A. Research Design***

The method chosen to be applied in this research was quasi-experiment. Quasi-experimental research designs, like experimental method, test causal hypotheses. In both experimental and quasi-experimental designs, the programmed/policy was viewed as an ‘intervention’ in which a treatment—comprising the elements of the programmed/policy being evaluated—was tested for how well it achieves its objectives, as measured by a pre-specified set of indicators. A quasi-experimental was designed by definition lacks random assignment, however (White and Sabarwal, 2014).

In addition, Quasi-experimental research was used in situations where was not feasible or practical to use a true experimental design because the individual subjects were already in intact groups (e.g. organizations, departments, classrooms, schools, institutions). In these situations it was often impossible to randomly assign individual subjects to experimental and control groups.

1. Quasi experiment has three primary reasons why it was applied in a research:  
To meet the practical requirements of funding, school administration, and ethic.

2. To evaluate the effectiveness of an intervention when the intervention has been implemented by educators prior to the evaluation procedure having been considered.
3. When research wants to dedicate greater resources to issue. This research was much like true experimental design. The disparity was just in random assignment, yet the quasi experiment is lack of random assignment of participant. The control and experimental group was chosen by researcher itself or by the administrator.

This research applied Nonequivalent Control Group Design as the design. This design is exactly like pre-test post-test control group design except that there is no random assignment into group (Sugiono, 2014: 79). A group of subject who receives a treatment, experimental group, is compared to control group who does not receive a treatment. Therefore, the researcher had two groups of people as the sample, one was in the control group and another was in the experimental group. Furthermore, they were chosen without random.

This design conducted pre-test, treatment, and post-test. In this design, the researcher did not compare the yield of pre-test and post-test but compared pre-test of control group with pretest in experimental group. This was applied also in post-test. No comparing the pre-test with post-test but comparing the post-test in the control group with experimental group.

The design was as follow:

<b>Experimental Group:</b>	<b>0<sub>1</sub></b>	<b>X</b>	<b>0<sub>2</sub></b>
<b>Control Group:</b>	<b>0<sub>3</sub></b>		<b>0<sub>4</sub></b>

(Sugiono, 2014: 79)

Where:

- 0<sub>1</sub> = pre-test for experimental group
- 0<sub>2</sub> = post-test for experimental group
- 0<sub>3</sub> = pre-test for control group
- 0<sub>4</sub> = post-test for control group
- X = treatment

### ***B. Research Variable***

A research focused on the study of the effect of a treatment, in accordance with what was explained by Arikunto (2010), consists of two variables: independent variable and dependent variable.

#### **1. Independent Variable**

Independent variable a variable that was stated to cause some outcome; in accordance with what was explained by Schreiber & Asner-self (2011), it was the cause. In this research, the independent variable was the use of Dictogloss Method.

#### **2. Dependent Variable**

As well as what was stated by Schreiber & Asner-self (2011), dependent variable is the outcome of the independent variable; it is the effect. The dependent variable observed in this research was students' Vocabulary.

### ***C. Population and Sample***

#### **1. Population**

According to Arikunto (2013: 173) population is all subjects in the research. The population of the research was the second grade of SMPN 20 Bulukumba year of 2015/2016. The population consists of six classes; A, B, C, D, E, F, G which consists of 240 students.

#### **2. Sample**

McMillan and Schumacher (1984:32) stated that sample was a group of subject selected from the population. In addition, according to Arikunto (2013:174) sample is most of representative of who are researched. The method that was used to take sample in this research was purposive sampling technique. The reason of the researcher chose purposive sampling due to this technique were simple and easy.

For this research the headmaster of SMPN 20 Bulukumba gave the researcher two classes they were VIII.A and VIII C. Which were VII.A as Experimental Class and VII.C as Control Class.

### ***D. Data Collecting Procedure***

This research was conducted on 13<sup>th</sup> June until 25<sup>th</sup> July 2016. It took long time to conduct the research because the subject of research did not study about vocabulary in this semester.



It took place at the class VIII A and VIII C of the second grade students' of SMPN 20 Bulukumba.

In collecting data, the researcher used test. According to Arikunto, Suharsimi (2006:150), test is a sequence of questions, exercises, or other instruments used to measure skill, knowledge, intelligence, ability, or talent owned by a person or people. The researcher applied test before and after giving treatments. Pre-test was given to measure the quantity of students' vocabulary owned before using Dictogloss method while posttest was given to measure the quantity of students' vocabulary mastery owned after using Dictogloss method.

#### 1. Pre-test

Before giving treatment, the researcher gave a pre-test using the written test to find out the vocabulary competence of the students. In this Pre-test the researcher distributed the test to the students. Each person began to answer the questions which is contained in the test both in experiment and control class on 23 July 2016.

The stages in giving pre-test to the students:

- a. The researcher asked the students to pay attention.
- b. The researcher explained about the purposes of this research.
- c. The researcher explained the instrument that given to the students.
- d. The researcher asked the students to do the test.

## 2. Treatment

After giving the pre-test, the researcher taught the students for six meetings. In this research, the Experimental Class was the class of VIII.A. Based on the interview with the English teacher, he suggested to choose the class of VIII.A as the experimental class. It was supported by the basic knowledge of VIII.A was lower than the VIII.C.

The Teaching and learning processes were as follows:

- a. Students were given motivation before starting the materials
- b. The researcher gave some explanation about the learning process.
- c. The researcher explained what vocabulary is.
- d. Researcher explained about Dictogloss as Method which used teaches vocabulary.
- e. The students divided into 4 groups and then every group had 5 members.
- f. Researcher prepared students to listen the audio.
- g. Next researcher asked the students, if there was something did not understand and they could ask to the researcher.
- h. The audio played twice, the students VIII.A were listen the audio and the next the students made a note what vocabulary that they had listen.
- i. The end, students submitted their notes and translated it by their own way.
- j. After that, one student of each group wrote vocabulary on blackboard.

### 3. Post-test

The post-test was conducted after giving treatment to the experimental class and the control class to find out the students' achievement. It was intended to measure the result of treatments. The item and content of post test was same as in the pre-test but the degree of difficulties was different. The researcher conducted the post-test on 23 July 2016.

The stages in giving pre-test to the students:

- a. The researcher told to the students that we conducted a test, namely post-test.
- b. The researcher explained about what they have to do in this test.
- c. The students began to do the test individually.

#### ***E. Research Instrument***

The instrument of the research was test which had purpose to figure out a number of students' vocabulary mastery. The test was given through pre-test and post-test. The test was vocabulary test which consisted of 20 numbers, 15 numbers for multiple choices, 5 numbers for fill in the blank, and to both pre-test and post-test.

The pre-test intended to find out the students' prior knowledge of English vocabulary while the post-test was intended to find out the students' vocabulary improvement after the treatment was given. The content of pre-test was the same as the content of the post-test.

### ***F. Data Analysis Technique***

The data collected was analyzed as the t-test, the steps are as follows:

1. Scoring the students correct answer of pre-test and post-test.

$$= \frac{\text{Number of correct answers}}{\text{Total number of questions}} \times 100$$

(Rosmalasari, 2004)

2. Classifying the students' scores the researcher used as followed scale:

Score 91 – 100	: Very Good
Score 76 – 90	: Good
Score 61 – 75	: Fair
Score 51 – 60	: Poor
Score less than 50	: Very Poor

(Depdikbud, 1985)

3. Calculating the collecting data from the students in answering the test, the researcher used formula to get mean score of the students as followed:

$$X = \frac{\sum X}{N}$$

Where:

$X$  = Mean score

$\sum X$  = The sum of all scores

$N$  = The total number of sample

(Gay, Mills, & Airasian, 2006: 320)

4. Calculating the sum of square both experimental and control group the researcher used formula as followed:

$$SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where:

SS = the sum of square

N = total number of the subjects

$\sum$  = the sum of all square; each score is squared and all the squares are added up

(Gay, Mills, & Airasian, 2006: 322)

5. Finding out the significant different between the pre-test and post-test by calculating the value of the test the researcher used formula as followed.

$$SD = \frac{\sum (X - \bar{X})^2}{N}$$

Where:

SD = Standard deviation

N = number of population

(Gay, Mills, & Airasian 2006: 321)

6. Finding out the effectiveness or ineffectiveness of the technique, the researcher used formula as followed:

$$t = \frac{\overline{X}^1 - \overline{X}^2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

$\overline{X}^1$  = Mean score of experiment group

$\overline{X}^2$  = Mean score of control group

$SS_1$  = Sum of square of experiment group

$SS_2$  = Standard Deviation of control group

$n_1$  = Total number of experiment group

$n_2$  = Total number of control group

(Gay, Mills, & Airasian, 2006: 349)

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter generally presents the findings of the research which are presented as data description, and the discussion of the findings reveals argument and further interpretation of the findings.

#### *A. Findings*

The findings of this research were based on the results of the data analysis. Which in this section was divided in three parts. They were finding in pre test experimental class and control class, post test experimental class and control class, as well as the mean score and standard deviation of experimental class and control class.

##### *1. The Classification of Students' Pre-test in Experimental Class and Control Class*

The following table shows the distribution of frequency and percentage of final score of students' vocabulary at the second grade of SMPN 20 Bulukumba in pre-test in experimental and control class.

**Table 1**

The distribution of frequency and percentage score of experimental class score in pre-test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	0	0%
2.	Good	76 – 90	4	20%
3	Fair	61 – 75	13	65%
4.	Poor	51 – 60	3	15%
5.	Very Poor	Less than 50	-	-
<b>Total</b>			<b>20</b>	<b>100 %</b>

Table 1 shows the rate percentage and frequency of the students' control class in pre-test, none of the students obtained excellent and very good score. There was 4 student (20%) obtained a good score, 13 students (65%) fairly good score, and there were 3 students (15%) got fairly score.

From the result above, the researcher concluded that the result of pre test for experimental class only 20% obtained good score from 20 students' and necessary to give a treatment to make the result be better or improve.

**Table 2**  
The distribution of frequency and percentage of  
control class score in pre-test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	0	0 %
2.	Good	76 – 90	8	40%
3	Fair	61 – 75	12	60%
4.	Poor	51 – 60	-	-
5.	Very Poor	Less than 50	-	-
<b>Total</b>			<b>20</b>	<b>100 %</b>

Table 2 above shows that, the rate percentage of score of experimental class in pre-test from 20 students, 8 (40 %) students achieved good score, and 12 (60%) students achieved fairly good.

From the result above, the researcher concluded that the result pre test for control class was better than result for experimental class that could be seen the difference score and percentage for both of the class. In experimental class only 20% students obtained good score than in control class there were 40% students obtained



good score. It means that the score and percentage in control class was higher than in experimental class.

## 2. *The Classification of Students' Post-Test Scores in Experimental Class and Control Class.*

**Table 3**  
The distribution of frequency and percentage of  
experimental class score in post-test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	1	5%
2.	Good	76 – 90	15	75%
3	Fair	61 – 75	4	20%
4.	Poor	51 – 60	-	-
5.	Very Poor	Less than 50	-	-
<b>Total</b>			<b>20</b>	<b>100%</b>

Table 3 above shows the rate percentage and frequency of the students' experiment class in pre-test, there was 1 students (5%) obtained very good score, 15 students (75%) obtained good score, 4 students (20%) obtained a fair score, none student obtained poor and very poor score.

From the explanation above, the researcher concluded that the result in post test for experimental class there was an improvement. That could be seen from the score and percentage of students. There were 16 students 80% obtained good and very good score, that was very different than the score of students in pre test for experimental class.

**Table 4**  
The distribution of frequency percentage of  
Control class score in post-test

No.	Classification	Score	Frequency	Percentage
1.	Very Good	91 – 100	0	0%
2.	Good	76 – 90	9	45%
3.	Fair	61 – 75	11	55%
4.	Poor	51 – 60	-	-
5.	Very Poor	Less than 50	-	-
<b>Total</b>			<b>20</b>	<b>100%</b>

Table 4 above shows that in post-test, none of the students obtained very good score,. There were 9 students (45%) obtained good score, 11 students (55%) obtained fairly good score and none of students obtained poor and very poor score.

From explanation above, the researcher concluded that the result in post test for control class there was improvement although only 1 students 5%. That could be seen from the score and percentage of students. There were 9 students 45% obtained good and and none of students obtained very good score. It means that the improvement score of control class was not significance.

Based on the table 3 and 4, it can be concluded that the rate percentage in the post test of experimental class was higher than control class due to in the experimental class were 16 students 80% obtained good and very good score while in the control class only 45% students obtained good ascore and none of students obtaiend very good score. From the result in experimental class it can be prove that Dictogloss Method can be in prove the student vocabulary. Which had the differnce result with pre test.

### **3. The Mean Score and Standard Deviation of Experimental Class and Control Class**

After calculating the result of the students score, the mean score standard deviation or both classes be presented the following table:

**Table 5**

**The mean score and standard deviation of experimental class and control class in post-test**

Class	Pre-test		Post-test	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Experimental	71.5	7.8	82.25	9.4
Control	75.75	5.6	76	7.7

The table above showed that, the mean score of experimental class in pre-test was (71.5), it categorized as fair and the standard deviation of experimental class was (7.8), and the mean score of control class in pre-test was (75.75), it categorized as fair and its standard deviation was (5.6). While the mean score of experimental class in post-test was (82.25), it categorized as good and the standard deviation of experimental class was (9.4), and the mean score of control class in post-test was (76), it categorized as good and its standard deviation was (7.7). It can be concluded from the tests in pre test in the control class obtained higher score that was 75.75 then in experimental class was 71.5, but for post test in the experimental class obtained the greater mean score then the control class. That can be seen the difference score although in the same categorized but there was a different score between experimental class and control class. Which were

in experimental class was 82.25 and control class was 76. From the result in experiment class it can be proved that Dictogloss Method can improve the students vocabulary.

The significance score between experimental and control class can be known by using t-test. The result of t-test can be seen in table 7 as follows:

**Table 6**  
**Distribution the value of t-test and t-table**  
**In post-test**

Variable	t-test value	t-table value
Post-Test	2.297	2.021

The table above showed that t-test value was greater than t-table. The result of the test shows there was significant difference between t-table and t-test ( $2.297 > 2.021$ ), it means that, t-table was smaller than t-test.

The result of the t-test statistical analysis shows that there was significant difference between the experimental class and control class. Which in experimental class used Dictogloss Method in Teaching Vocabulary while control class used conventional method, even though the different them was similar in good category with the score in experimental class was 82,25 and in control class was 76. It means that the improvement was 6,5 categorized success or improved. The statement was proved by the t-test value (2.297) which higher than t-table value (2.021), at the level of significance 0.05 and the degree of freedom  $(N_1 + N_2) - 2 = (20 + 20) - 2 = 38$ .

## ***B. Discussion***

Learning English by using Dictogloss Method can improve the vocabulary of the students at the second grade of SMPN 20 Bulukumba. The Dictogloss Method helped the students in memorizing vocabulary in different way. It brought the students into the situation that made them memorizing vocabulary without feeling stress, bored but feeling fun and happy.

In this research, several things have been inferred logically. *First*, for both of classes, they were inclined to have similar problems, they had lack vocabulary. For example, when they were conducting a pre test, most of them could not answer the test or did not answer the test. *Second*, the students in Experimental class showed they had desire in learning process. For instance, they were spirit in learning process; they were built their creativity to write many vocabulary based on what they were listened. *Third*, before applying Dictogloss Method in Experimental class, the students' competence was very difference. Most of the students were in the lowest level; fair and poor the least of them were good. *Fourth*, after applying Dictogloss Method, students in Experimental class showed their improvement. Most of them are Very Good, Good, and fair. On the other hand, none of them was poor and the very poor. While, in control class showed that before and after given the treatment the result of mean score in pre test and post test almost same. Although there was a little improvement in the post test was 76 and the previous mean score in control class was 75.75. It means that the improvement only 5 %. It was very different than in

experimental class which was the means score in post test was 82,25 and the mean score in pre test was 71,5. Its means that the improvement was 10,75.

Analysis of the mean score gap in the pre test between the experimental class and control class showed that of the control class was 75.75 and the experimental class 71.5. it means the gap of the students' score of experimental class and control class is 4.25. The explanation of the gap between the two classes indicates that the control class was higher than experimental class.

While in the post-test between the Experimental and control class ensures if the method used was effective. The mean score of post test the Experimental class was 82.25 and 76 for Control class. It means the gap of the students' score of the Experimental and Control class is 6.5. The explanation of the gap between the two classes indicates that the Experimental class shows increasing than the Control class while the Control class scores were least increasing.

To sum up, based on the result of this research, which showed the students' scores were high after the treatment in Experimental class by using Dictogloss Method was increased the students' vocabulary mastery.

Dictogloss Method was effective in improving the students' ability in vocabulary for the second grade students of SMPN 20 Bulukumba. Dictogloss Method was able to improve students' interaction. The student was able to express her/his mind to other student widely when they work in group.

The finding above are consistent with previous research findings model by Mubrak (2015) in her research entitled, *"Improving the Grade VIII students' writing*

*skill of narrative text through dictogloss at SMPN 1 Mungkid, Magelang in the academic year of 2014/2015*". According to this research, it can be concluded that dictogloss method can improve the students' writing skill of narrative text. It is proved from the result of the test increase in every cycle, and also the students' enthusiasm in learning process. To compare with my researcher, while Fasya used dictogloss to improve students' writing skill of narrative text. Researcher will use dictogloss method to improve students' vocabulary. The Dictogloss helped students in the learning process started by listening to the story, writing down the keywords, discussing with friend and write the vocabulary of the story. In addition, the use of audio makes students become more interested in learning process. It can conclude that using dictogloss method is effective in teaching vocabulary.

Fitry (2011) conducted a research entitled, "*Improving Students' Listening Ability Using Spot the Dictogloss Technique (A Classroom Action Research at the Eighth Year Students of SMPN 03 Ngargoyoso in the Academic Year of 2010/2011)*". In her research, she found that the implementation of dictogloss method improved the students' listening. The difference of this research with her studies is this research does a study about the use of dictogloss method to improve students' vocabulary.

In summary, the researcher asserted that Dictogloss Method was effective to apply on teaching vocabulary especially for those who lack of vocabulary and they wanted to learn it. Even though the result were good, it still needs some stabilisations.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusions as well as few suggestions of this study. Suggestions are taken based on findings and conclusions obtained in this research.

#### *A. Conclusion*

Based on the findings and discussion in the previous chapter in this study, it can be concluded that teaching vocabulary using Dictogloss method could improve the students' vocabulary mastery. Analysis of the mean score gap in the pre-test between the Experimental and control ensures could be seen the mean score of the Experimental class was 71.5 and 75.75 for Control class. It means the gap of the students' score of the Experimental and Control class was 4.25. While analysis of the mean score gap in the post-test between the Experimental and control ensures if the method used was effective. The mean score of the Experimental class was 82.25 and 76 for Control class. It means the gap of the students' score of the Experimental and Control class was 6.5. The explanation of the gap between the two classes indicates that the Experimental class shows high increasing than the Control class while the Control class scores were decreased.

It was proved by the t-test value 2.297 is greater than the t-table 2.021. Accordingly, Dictogloss Method was effective in improving the students' ability in vocabulary for the second grade students of SMPN 20 Bulukumba.



### ***B. Suggestion***

Based on the conclusion above, the researcher puts forward some suggestions as follows:

1. The teacher should prepare the material well before entering to the class and using method that can increase the students' interesting.
2. Dictogloss Method is suggested to use this strategy for teacher as an alternative strategy in teaching students' vocabulary.
3. For the next research, the researcher suggests that the use of Dictogloss Method can be applied in other English skills such as: listening and speaking.

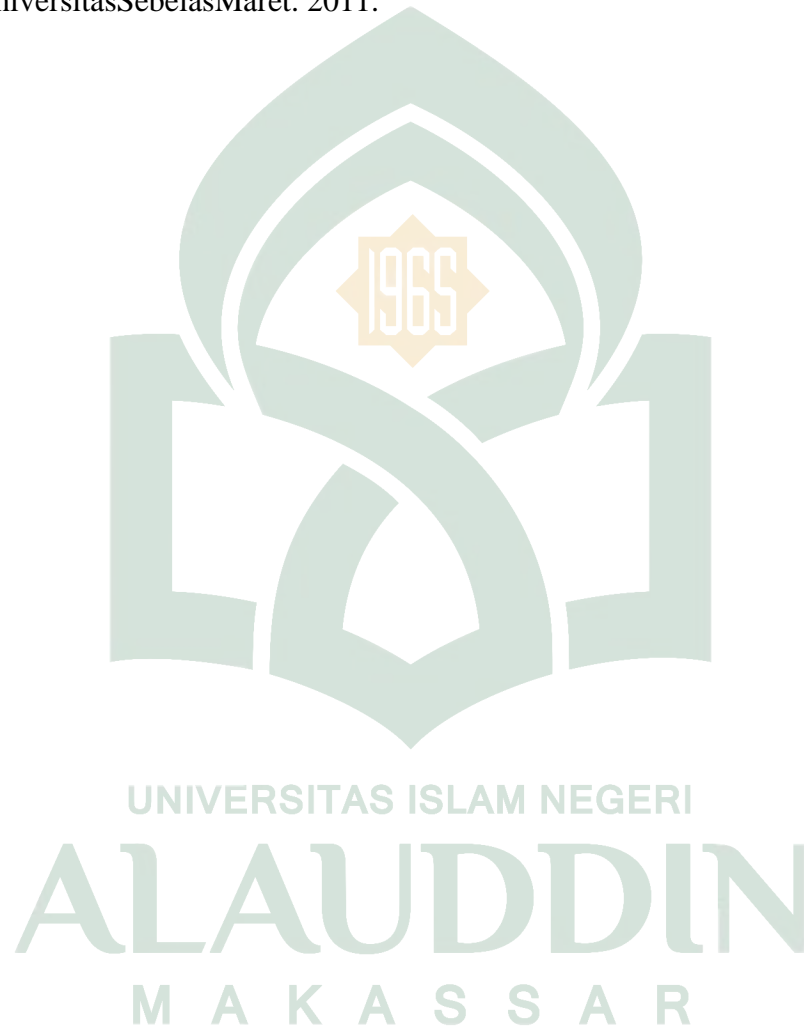
## BIBLIOGRAPHY

- Amiruddin. *Improving of the Vocabulary of the Second Year Students at SMUN 1 Walenrang Kab. Luwu by Using Jumble Letters*. Thesis. Faculty of Language and Arts UNM. 2004.
- Arikunto Suharsimi. *Proseduer Penelitian. Cet. Ke 15*; Jakarta: PT Rineka Cipta. 2013.
- Bahar, A. Kaharuddin. *The Communicative Competence-Based English Language Teaching (Teaching Speaking Course Through Communicative Language Teaching (CLT) Method)*. Yogyakarta: Trust Media. 2013.
- Brown, H. Douglas. *Language Assessment. Principles and classroom practices*. New York: Pearson Education. 2004.
- Buck, Gary. *Assessing Vocabulary*. UK: Cambridge University Press. 2001.
- Depdikbud. *Garis-Garis Besar Pengajaran Bahasa Inggris*. Jakarta: Departemen Pendidikan dan Kebudayaan. 1985.
- Fasya, Dzaky. Mubrak. *Improving the Grade VIII students' writing skill of narrative text through dictogloss at SMPN 1 Mungkid, Magelang in the academic year of 2014/2015*. Thesis. Yogyakarta: Universitas Negeri Yogyakarta. 2015.
- Feyten. *The Power of Vocabulary Ability: an over looked the mention in language acquisition*. The Modern Language Journal., Vol. 75, No.2 (1994): p.p. 173-180.
- Gairns, R., and Redman, S. *Working with Words. A Guide to Teaching and Learning Vocabulary*. Cambridge: Cambridge University press. 1986.
- Gay, L.R., Mills, E.G., & Airasian, P. *Education Research: Competence for Analysis and Applications*, Eighth Edition. New Jersey: Pearson Education, Inc, 2006.
- Harmer, Jeremy. *How to Teach English*. Longman. 1998.
- Harmer, J. *The Practical of English Language Teaching*. London: Longman Group. 1991.
- Juwita, Eka, A. *The Use of Dictogloss Method in Teaching Listening a hortatory Exposition Text at Senior High School*. Thesis. Makassar: Universitas Muhammadiyah 2013.

- Latief, M. A. *Research method on Language Learning an Introduction*. Malang: UM Press. 2013.
- Legget Gleen. *A Guide and Resource Book for Teachers*. Cambridge: Cambridge University. 1982
- Mailing. *Employing Dictogloss in Teaching of Newspaper to Enhance EFL Student Integrated Skill*. 2004.
- Maslaeni. *Improving the English Vocabulary of the Sixth Grade Students of SD Negeri IKIP by Using Scrambled Words*. Thesis. Faculty of Language and Arts UNM. 2002.
- Marsuni. *Improving the Students' Vocabulary by Using Context Clues*. Thesis. Faculty of Language and Arts UNM. 2005.
- Mc Millan Schumacher. *Pengetian Penelitian Kualitatif*. 1984
- Nurmiati. *Improving the Students' English Vocabulary Mastery by Using Whispering Games*. Thesis. Faculty of Language and Arts UNM. 2004.
- Oxford. *Learner's Pocket Dictionary*, Ed <sup>4th</sup>. New York: Oxford University Press. 2008.
- Pongratz Susan. *Developing Vocabulary*. United States: Pearson Education, Inc. 2007.
- Rosmalasari. *Improving Students' Writing Ability of SMKN 1 Pinrang through Parallel Writing Technique*. FBS. UNM. 2004.
- Schreiber. *Educational Research: The Interrelationship of Question, Sampling, Design, and Analysis*. United States: John Wiley and Sons, Inc. 2011.
- Sugiyono. *Metode Penelitian Pendidikan. Cet. Ke-20*; Bandung: Alfabeta, 2014
- Suharsimi Arikunto. *Prosedur Penelitian. Cet. Ke-15*; Jakarta: PT Rineka Cipta. 2013
- Suryaningsih. *Improving the Students English Vocabulary by Using Whispering Games*. Thesis. Faculty of Language and Arts UNM. 2005.
- Syofiah. *an Artificial Currency of Polysyllabic Abstract Substitutions*. 2015
- Uribe, A.J.H. *Using the Dictogloss in the high school foreign Language classroom: Nothing and learning new Grammar*. Austin: Universitas of Texas 2010.
- White, H and Sabarwal S. *Quasy Experimental Design and Method. Methodological Briefs: Impact Evaluation 8*. Florence: UNICEF Office of Research. 2014.

Webster, S. *The Effect of Repetition on Vocabulary*. *Applied Linguistics*, 28, 46-65.2003.

Wulandari, Fitri. *Improving Students' Listening Ability Using Spot the Dictogloss Technique (A Classroom Action Research at the Eighth Year Students of SMPN 03 Ngargoyoso in the Academic Year of 2010/2011)*. Thesis. Surakarta: SUniversitasSebelasMaret. 2011.





UNIVERSITAS ISLAM NEGERI  
**ALAUDDIN**  
M A K A S S A R

**APPENDIX A**  
**The Row Score of the Students' Pre-test and Post-test**  
**in Experimental Class**

No.	Respondents	Pre-test		Post-test	
		Score (X)	$X_2^2$	Score (X)	$X_2^2$
1	AM I.S	70	4900	80	6400
2	AR	75	5625	80	6400
3	AHS	80	6400	85	7225
4	AL	60	3600	80	6400
5	ALD	75	5625	75	5625
6	AM	70	4900	80	6400
7	RN	70	4900	90	8100
8	AN	65	4225	75	5625
9	RA	75	5625	75	5625
10	SA	70	4900	90	8100
11	MN	80	6400	80	6400
12	JJ	75	5625	80	6400
13	MG	65	4225	80	6400
14	NA	60	3600	95	9025
15	KM	85	7225	80	6400
16	NS	70	4900	90	8100
17	NAA	60	3600	85	7225
18	AN	75	5625	85	7225
19	RA	80	6400	75	5625
20	SPN	70	4900	85	7225
<b>Total</b>		1430	103200	1645	133600

UNIVERSITAS ISLAM NEGERI  
**ALAUDDIN**  
 M A K A S S A R

## APPENDIX B

### The Row Score of the Students' Pre-test and Post-test in Control Class

No.	Respondents	Pre-test		Post-test	
		Score (X)	$X_1^2$	Score (X)	$X_1^2$
1	A.MZ	75	5625	70	4900
2	ADN	75	5625	80	6400
3	AM	80	6400	65	4225
4	AP	75	5625	75	5625
5	ARWT	65	4225	85	7225
6	MI	70	4900	80	6400
7	AZY	80	6400	65	4225
8	AS	65	4225	75	5625
9	DN	70	4900	80	6400
10	ES	85	7225	85	7225
11	IS	75	5625	85	7225
12	MA	75	5625	70	4900
13	NA	80	6400	75	5625
14	NF	85	7225	65	4225
15	NIZ	75	5625	90	8100
16	NS	80	6400	70	4900
17	SW	75	5625	80	6400
18	SR	80	6400	70	4900
19	SH	70	4900	85	7225
20	WN	80	6400	70	4900
<b>Total</b>		1515	115375	1520	116650

ALAUDDIN  
 MAKASSAR

## APPENDIX C

### The Mean Score of Experimental Class and Control Class

#### A. Experimental Class

1. Pre-test

$$\bar{X}_1 = \frac{\sum X}{N}$$

$$= \text{---}$$

$$= 71.5$$

2. Post-test

$$\bar{X}_1 = \frac{\sum X}{N}$$

$$= \text{---}$$

$$= 82.25$$

#### B. Control Class

1. Pre-test

$$\bar{X}_2 = \frac{\sum X}{N}$$

$$= \text{---}$$

$$= 75.75$$

2. Post-test

$$\bar{X}_2 = \frac{\sum X}{N}$$

$$= \text{---}$$

$$= 76$$

UNIVERSITAS ISLAM NEGERI  
**ALAUDDIN**  
M A K A S S A R



## APPENDIX D

### Standard Deviation of Experimental Class and Control Class

#### A. Experimental Class

##### 1. Pre-test

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$\text{Where: } SS_1 = \sum X_1^2 - \frac{(\sum X)^2}{n}$$

$$SS_2 = 103200 - \frac{(\quad)^2}{\quad}$$

$$SS_2 = 103200 - \frac{\quad^2}{\quad}$$

$$SS_2 = 103200 - 102245$$

$$SS_2 = 955$$

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$= \sqrt{\frac{\quad}{\quad}}$$

$$= \sqrt{\frac{\quad}{\quad}}$$

$$= \sqrt{50.26}$$

$$SD = 7.08$$

##### 2. Post-test

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$\text{Where: } SS_1 = \sum X_1^2 - \frac{(\sum X)^2}{n}$$

$$SS_1 = 133600 - \frac{(\quad)^2}{\quad}$$

$$SS_1 = 133600 - \frac{\quad^2}{\quad}$$

$$SS_1 = 133600 - 135301.25$$

$$SS_1 = 1701,2$$

$$SD = \sqrt{\frac{SS_1}{n-1}}$$

$$= \sqrt{\frac{\quad}{\quad}}$$

$$= \sqrt{\frac{\quad}{\quad}}$$

$$= \sqrt{85.5}$$

$$SD = 9.4$$

## B. Control Class

### 1. Pre-test

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

$$\text{Where: } SS_2 = \sum X_1^2 - \frac{(\sum X)^2}{n}$$

$$SS_1 = 115375 - \frac{(\quad)}{\quad}$$

$$SS_1 = 115375 - \frac{\quad}{\quad}$$

$$SS_1 = 115375 - 114761.25$$

$$SS_1 = 613.75$$

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

$$= \frac{\sqrt{\quad}}{\quad}$$

$$= \frac{\sqrt{\quad}}{\quad}$$

$$= \sqrt{32,3}$$

$$SD = 5,68$$

### 2. Post-test

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

$$\text{Where: } SS_2 = \sum X_1^2 - \frac{(\sum X)^2}{n}$$

$$SS_2 = 116650 - \frac{(\quad)}{\quad}$$

$$SS_2 = 116650 - \frac{\quad}{\quad}$$

$$SS_2 = 116650 - 115520$$

$$SS_2 = 1130$$

$$SD = \sqrt{\frac{SS_2}{n-1}}$$

$$= \frac{\sqrt{\quad}}{\quad}$$

$$= \frac{\sqrt{\quad}}{\quad}$$

$$= \sqrt{59,4}$$

$$SD = 7,70$$

## APPENDIX E

### The Significance Different

$$= 82.25 \quad = 76$$

$$SS_1 = 623.75$$

$$SS_2 = 1130$$

#### 1. t-Test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left( \frac{SS_1 + SS_2}{n_1 + n_2 - 2} \right) \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$t = \frac{82.25 - 76}{\sqrt{\left( \frac{623.75 + 1130}{20 + 20 - 2} \right) \left( \frac{1}{20} + \frac{1}{20} \right)}}$$

$$t = \frac{6.25}{\sqrt{\left( \frac{1753.75}{38} \right) \left( \frac{1}{10} \right)}}$$

$$t = \frac{6.25}{\sqrt{46.15}}$$

$$t = \frac{6.25}{6.79}$$

$$t = 0.92$$

$$t_{\text{Hitung}} = 2.148$$

#### 2. t-Table

For level of significance ( ) = 0.05

$$\text{Degree of freedom (df)} = (N_1 + N_2) - 2 = (20 + 20) - 2 = 38 \quad t - \text{Table} = 2.021$$

## APPENDIX F

**Distribution of t –Table**

df	Level of Significance for Two-tailed Test					
	0,5	0,2	0,1	0,05	0,02	0,01
	Level of Significance for One-tailed Test					
	0,25	0,1	0	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,926
3	0,765	1,638	2,353	3,183	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	2,143	3,707
7	0,711	1,451	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,226	2,764	3,169
11	0,697	1,363	1,769	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,694	1,350	1,771	2,160	2,650	3,120
14	0,692	1,345	1,761	2,143	2,624	2,977
15	0,691	1,341	1,753	2,331	2,604	2,947
16	0,690	1,337	1,746	2,120	2,583	2,921
17	0,689	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,688	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,505	2,819
23	0,685	1,319	1,714	2,690	2,500	2,807
24	0,685	1,318	1,711	2,640	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	2,890	2,358	2,617
	0,674	1,282	1,645	1,960	2,326	2,576

## APPENDIX G

### Lesson Plan

**School** : SMPN 20 Bulukumba  
**Subject** : English  
**Class/Semester** : VII/2  
**Time allocation** : 2 x 45 menit  
**Aspect/Skill** : Vocabulary

#### A. Standard Competence

Expressing words meaning, words pronunciation and arranging the alphabet into words.

#### B. Basic Competence

Expressing words meaning of noun (part of body)

##### 1. Teaching and Learning Objectives

In the end of the lesson, the students are able to:

- Have many English vocabularies.
- Pronounce English vocabulary correctly.

##### 2. Teaching and Learning Material

- Introducing the use of dictogloss method and the rules.
- Using English Vocabulary such as part of body and verb.

##### 3. Teaching and Learning Method

- Memorizing Method
- Discovery
- Drill

##### 4. Activity plans

- **Early Activity (15 minutes)**

##### Apperception

In this activity, the teacher:

- Saying the greeting friendly to the students when entering to the classroom.
- Checking the students' attendance list.
- Delivering the indicators that want to be reached.
- Explaining Dictogloss method and the rules.
- Repetition of the word

➤ **Main Activity (75 minutes)**

**Exploration**

In this activity, the students:

- Listen to the audio
- Write the vocabulary in students' native language based on what the students' here.
- Give the students opportunity to write the vocabulary that has been got.

**Elaboration**

In this activity, the students:

- Are asked to look for the words meaning, word pronunciation and arrange the words into sentence.
- Are allowed to use dictionary or another media to help them finding the meaning.
- Individually, are asked by the teacher to come forward and memorize the vocabulary they got.

**Confirmation**

In this activity, the teacher:

- Give the feedback to the students by giving the reinforcement orally to whom has been done memorizing the vocabulary.
- Give the confirmation to the students about the right meaning and correct pronunciation of the vocabulary that has been memorized.
- Mention all of the vocabulary that has been memorized by the students one by one, then the students are asked to repeat after the teacher
- Gives the motivation to the students who are less or hard to memorize and pronounce the vocabulary well to keep doing their best.

➤ **End of the activity (10 minutes)**

- The students and the teacher do some reflections to the activity that has been held.
- Delivering the next lesson plan in the next meeting.

**C. Learning Source/Tools/Aids**

1. Dictogloss Method

**D. Evaluation Source**

**1. The Students' Classification Score on Memorizing**

**Table I.**

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Excellent	100-91	Complete knowledge of vocabulary. Excellent at identifying word meaning. No spelling problems.
Very Good	90-76	Good vocabulary knowledge. Good at identifying word meaning. Some spelling problems without interfering understanding.
Good	75-61	General vocabulary knowledge. Able to identify word meaning. Some spelling problems without interfering understanding.
Fair	60-51	Still acceptable vocabulary knowledge. Still able to identify word meaning. Some spelling problems without fully interfering understanding.
Fail	50 or fewer	Lack of vocabulary knowledge. Misspelled words. Unable to identify word meaning.

## 2. The Students' Achievement Score

Table II.

No.	Score	Criteria
1.	90 – 100	Excellent
2.	80 – 89	Very good
3.	70 – 79	Good
4.	60 – 69	Fairly good
5.	50 – 59	Fairly
6.	40 – 49	Poor
7.	< 40	Very poor

Bulukumba, June 13th, 2016

English Teacher

Researcher

Jaswan, S. Pd  
NIP.

Nasrah Kusuma Latif  
NIM. 20400112130

UNIVERSITAS ISLAM NEGERI  
**ALAUDDIN**  
M A K A S S A R



## APPENDIX H

### Lesson Plan

**School** : SMPN 20 Bulukumba  
**Subject** : English  
**Class/Semester** : VII/2  
**Time allocation** : 2 x 45 menit  
**Aspect/Skill** : Vocabulary

#### A. Standard Competence

Expressing words meaning, and words pronunciation.

#### B. Basic Competence

Expressing words meaning of noun (part of body).

##### 1. Teaching and Learning Objectives

In the end of the lesson, the students are able to:

- a. Have many English vocabularies.
- b. Pronounce English vocabulary correctly.

##### 2. Teaching and Learning Material

- a. Introducing the use of Dictogloss method and the rules.
- b. Using English Vocabulary such as: noun (part of body) and Verb.

##### 3. Teaching and Learning Method

- a. Memorizing Method
- b. Discovery
- c. Drill

##### 4. Activity plans

###### ➤ Early Activity (10 minutes)

##### Apperception

In this activity, the teacher:

- Saying the greeting friendly to the students when entering to the classroom.
- Checking the students' attendance list.
- Delivering the indicators that want to be reached.
- Explaining Dictogloss method and the rules.

➤ **Main Activity (60 minutes)**

**Exploration**

In this activity, the students:

- Listen to the audio.
- Write the vocabulary in students' native language based on what the students' here.
- Give the students opportunity to write the vocabulary that has been got.

**Elaboration**

In this activity, the students:

- Are asked to look for the words meaning, and word pronunciation.
- Are allowed to use dictionary or another media to help them finding the meaning.
- Individually, are asked by the teacher to come forward and memorize the vocabulary they got.

**Confirmation**

In this activity, the teacher:

- Give the feedback to the students by giving the reinforcement orally to whom has been done memorizing the vocabulary.
- Give the confirmation to the students about the right meaning and correct pronunciation of the vocabulary that has been memorized.
- Mention all of the vocabulary that has been memorized by the students one by one, then the students are asked to repeat after the teacher
- Gives the motivation to the students who are less or hard to memorize and pronoun the vocabulary well to keep doing their best.

➤ **End of the activity (10 minutes)**

- The students and the teacher do some reflections to the activity that has been held.
- Delivering the next lesson plan in the next meeting.

**Learning Source/Tools/Aids**

1. Dictoglos method

## Evaluation Source

### 2. The Students' Classification Score on Memorizing

**Table I.**

Classification	Score	Criteria
Excellent	100-91	Complete knowledge of vocabulary. Excellent at identifying word meaning. No spelling problems.
Very Good	90-76	Good vocabulary knowledge. Good at identifying word meaning. Some spelling problems without interfering understanding.
Good	75-61	General vocabulary knowledge. Able to identify word meaning. Some spelling problems without interfering understanding.
Fair	60-51	Still acceptable vocabulary knowledge. Still able to identify word meaning. Some spelling problems without fully interfering understanding.
Fail	50or fewer	Lack of vocabulary knowledge. Misspelled words. Unable to identify word meaning.

## 2. The Students' Achievement Score

Table II.

No.	Score	Criteria
1.	90 – 100	Excellent
2.	80 – 89	Very good
3.	70 – 79	Good
4.	60 – 69	Fairly good
5.	50 – 59	Fairly
6.	40 – 49	Poor
7.	< 40	Very poor

Bulukumba, June 13th, 2016

English Teacher

Researcher

Jaswan, S.pd  
NIP.

Nasrah Kusuma Latif  
NIM. 20400112130

UNIVERSITAS ISLAM NEGERI  
**ALAUDDIN**  
M A K A S S A R

## APPENDIX I

### Lesson Plan

**School** : SMPN 20 Bulukumba  
**Subject** : English  
**Class/Semester** : VII/2  
**Time allocation** : 2 x 45 menit  
**Aspect/Skill** : Vocabulary

#### C. Standard Competence

Expressing words meaning, and words pronunciation.

#### D. Basic Competence

Expressing words meaning of noun (part of body).

#### 3. Teaching and Learning Objectives

In the end of the lesson, the students are able to:

- a. Have many English vocabularies.
- b. Pronounce English vocabulary correctly.

#### 5. Teaching and Learning Material

- a. Introducing the use of Dictogloss method and the rules.
- b. Using English Vocabulary such as: noun (part of body) and Verb.

#### 6. Teaching and Learning Method

- a. Memorizing Method
- b. Discovery
- c. Drill

#### 7. Activity plans

##### ➤ Early Activity (10 minutes)

##### Apperception

In this activity, the teacher:

- Saying the greeting friendly to the students when entering to the classroom.
- Checking the students' attendance list.
- Delivering the indicators that want to be reached.
- Explaining Dictogloss method and the rules.

➤ **Main Activity (60 minutes)**

**Exploration**

In this activity, the students:

- Listen to the audio.
- Write the vocabulary in students' native language based on what the students' here.
- Give the students opportunity to write the vocabulary that has been got.

**Elaboration**

In this activity, the students:

- Are asked to look for the words meaning, and word pronunciation.
- Are allowed to use dictionary or another media to help them finding the meaning.
- Individually, are asked by the teacher to come forward and memorize the vocabulary they got.

**Confirmation**

In this activity, the teacher:

- Give the feedback to the students by giving the reinforcement orally to whom has been done memorizing the vocabulary.
- Give the confirmation to the students about the right meaning and correct pronunciation of the vocabulary that has been memorized.
- Mention all of the vocabulary that has been memorized by the students one by one, then the students are asked to repeat after the teacher
- Gives the motivation to the students who are less or hard to memorize and pronoun the vocabulary well to keep doing their best.

➤ **End of the activity (10 minutes)**

- The students and the teacher do some reflections to the activity that has been held.
- Delivering the next lesson plan in the next meeting.

**Learning Source/Tools/Aids**

3. Dictoglos method

## Evaluation Source

### 4. The Students' Classification Score on Memorizing

**Table I.**

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Excellent	100-91	Complete knowledge of vocabulary. Excellent at identifying word meaning. No spelling problems.
Very Good	90-76	Good vocabulary knowledge. Good at identifying word meaning. Some spelling problems without interfering understanding.
Good	75-61	General vocabulary knowledge. Able to identify word meaning. Some spelling problems without interfering understanding.
Fair	60-51	Still acceptable vocabulary knowledge. Still able to identify word meaning. Some spelling problems without fully interfering understanding.
Fail	50or fewer	Lack of vocabulary knowledge. Misspelled words. Unable to identify word meaning.

#### 4. The Students' Achievement Score

Table II.

No.	Score	Criteria
1.	90 – 100	Excellent
2.	80 – 89	Very good
3.	70 – 79	Good
4.	60 – 69	Fairly good
5.	50 – 59	Fairly
6.	40 – 49	Poor
7.	< 40	Very poor

Bulukumba, June 13th, 2016

English Teacher

Researcher

Jaswan, S.pd  
NIP.

Nasrah Kusuma Latif  
NIM. 20400112130

UNIVERSITAS ISLAM NEGERI  
**ALAUDDIN**  
M A K A S S A R



## APPENDIX J

### Research Instrument

**Please write down your name, class and student's number in the box below!**

<b>Name</b>	
<b>Class</b>	
<b>Student's Number</b>	

**Time Allotment : 30 Minutes**

#### **I. Listen the audio and choose the correct answer!**

1. What day does the boy like in the story ?
  - a. sunday
  - b. saturday
  - c. wendnesday
  - d. friday
2. What should the boy do before eat?
  - a. Wash the hand and say grace
  - b. Drink a cup of tea
  - c. Do laundry
  - d. Take a shower
3. What is the use of toes?
  - a. Help balance
  - b. Help eat
  - c. Help wash
  - d. Halp smell
4. How will stand or run in the street?
  - a. By feet
  - b. By hand
  - c. By eye
  - d. By arm
5. What do we do with the legs?
  - a. Jump walk and to skate
  - b. Eat

- c. Climb
  - d. Write
6. What do we do with the arm?
- a. Cook
  - b. Do homework
  - c. Throw, reach and to climb
  - d. Have lunch
7. What can we do with the hand?
- a. Eat
  - b. chew
  - c. Smell
  - d. Write
8. What is the use of ear?
- a. To speak
  - b. To listen
  - c. To write
  - d. To jump
9. What is the use of teeth?
- a. chew
  - b. drink
  - c. eat
  - d. write
10. What will we do with lips?
- a. Help to drink
  - b. Help to eat
  - c. Help to chew
  - d. Help to climb

## Our Body

Our body is divided into three parts. There are parts of the head, body and legs. On the head we have hair, forehead, eyebrow, eyes, ears, nose, cheeks, mouth, lips, teeth, tongue, etc. We use our eyes for seeing, we use ears for hearing, we use nose for smelling, and we use our mouth for eating.

We also have shoulder, chest and stomach on the body. We have two hands. There are five fingers in each hand. So we have ten fingers. We use our hand to hold something. For walking, we have two legs, right and left legs.

### II. Choose the correct answer by crossing (X) a, b, c, or d!

11. How many parts are there on our body?

- a. Three parts
- b. Two parts
- c. Four parts
- d. Five parts

12. What do we use our eyes for?

- |            |             |
|------------|-------------|
| a. Seeing  | c. Eating   |
| b. Hearing | d. smelling |

13. How many fingers do we have?

- a. Two fingers
- b. Eight fingers
- c. Ten fingers
- d. Nine fingers

14. What do we use our legs for?

- |            |            |
|------------|------------|
| a. Seeing  | c. Hearing |
| b. Walking | d. Eating  |

15. What do we use for smelling?

- |          |         |
|----------|---------|
| a. Mouth | c. Lips |
| b. Eyes  | d. Nose |

**III. Fill the blank sentences based on the story above !**

16. We use ..... for hearing.
17. We have .....ears.
18. We use our mouth for .....
19. I clean my hair with .....
20. The colour of our hair is .....



**APPENDIX K**

**DOCUMENTATION**





## CURRICULUM VITAE



The researcher, **Nasrah kusuma Latif** , was born on December 16<sup>th</sup>, 1994 in Bulukumba, South Sulawesi. She is a single child of H. Abdul latif S.Pd and Hj. Hartati.

In 1999, she started her education in TK Dharma Wanita Tambangan Kalimporo and graduated in 2000. She continued her study in SD 103 Kalimporo and graduated in 2006. She continued her study in SMPN 20 Bulukumba and graduated in 2009. Then she continued her study in SMAN 1 Bulukumba and graduated in SMPN 10 Makassar and graduated in 2012.

In following years, she continued her study at State Islamic University (UIN) Alauddin Makassar 2012. Besides a student at the University, she was also active and be a part of member in extra organization namely New Generation Club (NGC) Makassar.